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1. Acceptance into a higher educational institution in the Soviet Union is based on academic merit, and family background plays no part. The only exceptions would be such places as the Institute of International Relations. Graduates of such an institute would normally work abroad, and children of high Party officials could be more easily cleared for such work.
2. It can happen that students active in Party and Komsomol affairs would have an easier time receiving good grades, but such a situation is rare.
3. Scholarships (stipends) are sometimes granted because of political reliability, but basically the criterion is academic merit.
4. Needy students can obtain part-time work in laboratories, local industry, etc. A student's faculty dean would normally assist in obtaining work, though this is not an official duty.
5. Discipline in schools is probably worsening in line with the general decay of the Soviet system. However, in higher educational institutions discipline is not a factor, since students are graded on the basis of examinations and completed projects rather than on the basis of everyday studies and conduct.
6. Graduates of higher educational institutions who received their education at Government expense must take the job to which they are assigned after graduation or face arrest and prison.

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7. There were many students from poor families in the various institutes. They managed to struggle through one way or another. Social background need not be the determinant of a family's comparative affluence, for a worker could earn much more under certain circumstances than a doctor, teacher or bank teller.
8. There are no Government scholarships for high school students.
9. The reason for the current campaign to reduce the curriculum in high schools (ten-year middle schools) is the alarmingly bad grades many students have been receiving as a result of an overloaded curriculum.
10. The Stalin article on the Marr controversy had a very bad effect on philology students for they were obliged to virtually abandon their basic studies in order to memorize Stalin's ideas so they could repeat them like parrots. Professors, however, did not let the article interfere with the research they were normally conducting. [redacted]  
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 50X1 Marr's theories had much of value, and as a scholar he was entitled to his opinions. It is true that he dictated the line in linguistics studies [redacted]  
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 50X1 Some of Marr's ideas were incorrect, but he made many great contributions, and his theories have not been abandoned by practicing philologists in spite of the Stalin article.
11. [redacted]  
 50X1 [redacted]
12. The 1950 requirement for seven-year school attendance was introduced merely for symbolic reasons. It had little practical significance since most of the people try to provide their children with seven years of education. The law was not particularly discussed among the people
13. There is absolutely no competition between the Labor Reserve Schools (FZO) and general schools for students. People are tied up in some type of trade from an early age on; for the most part these are children of less privileged families and they try to get an education to prepare for their professions and therefore, when they finish their seven years' schooling they enter the Technikum or the FZO in order to become qualified as fast as possible. At the present time the government is concerned with developing cadres of medium-qualified labor forces and for that reason it supports not only the Technikums but also industrial trade schools. However this is not done for some propaganda reason but to improve living conditions and to take advantage of the stipends allocated to the Technikums and the FZO.
14. It is difficult [redacted] to give an opinion on the administrative policies towards education in the USSR. [redacted]  
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 50X1 With regard to training aids however, particularly on the university level, some degree of abatement in citing the importance of Stalin's works in general educational discipline may be noted.

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